

reading or any other commonly used skill which has not been mastered, the schools will still have to suffer from the accusation that "products of our schools can't read," or "spell," or "write," or "talk," as the case may be.

6. *Here and Now* are not necessarily more important than *Far Away* and *Long Ago*, except as starting places for setting educative effort in motion. In the social studies, in science, and in the language arts particularly, the local setting and the present offer peculiarly valuable and interesting beginning places for gaining information and for developing skills. Pupils already have some acquaintance with the *Here and Now*. An experience vocabulary would, therefore, be assured. First-hand additional experience could be given. From the local community, to North Carolina and the Nation, and then into the *Far Away* and *Long Ago* should be in general the approach. It is not to glorify the local community, the State, or the Nation that such procedure should be followed; the reason is that such procedure is psychologically sound.

7. It is not enough to depend upon reading, hearing and a few avenues of seeing and doing to secure thorough understanding of significant social meanings. Books are valuable assets certainly. So are the radio and motion pictures. Visual education, however, is also possible through excursions, dramatizations, constructions, collections, exhibits, and graphic representations. These latter should play large parts in effective teaching and learning.

8. Participation in democratic activities is necessary in order to secure understanding of the ways of democracy. Classrooms should provide many opportunities for working together to consider problems, to make plans, to carry out these plans, and to evaluate accomplishments in the light of group needs. They should also furnish many opportunities for finding and assuming responsibility. That means, of course, that classrooms must become more than places for recitation of facts which have been learned, or for carrying out directions of teachers. They should become workshops in which all act as responsible cooperative individuals. (See *Teaching Democracy in the North Carolina Public Schools*, Publication No. 229, 1941. State Department of Public Instruction.)

9. The development of right attitudes in connection with learning is more likely to result if it has pleasant accompaniments. Good work habits should be stressed in schools, to be sure; but